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REPRESENTATIVE SOUTHERNERS CONFER ON NEGRO EDUCATION.

State and School Officials, College Presidents, Business Men, and Others Take Part in Proceedings—Better Equipment and More Teachers Are Needed.

Representative citizens of the South, both white and colored, came together in the senate chamber of the Georgia capitol in Atlanta in November to talk about matters of great importance to the people of the South. Their talk was intelligent, frank, and absolutely friendly. The conference was called by P. P. Claxton, United States Commissioner of Education, and it was actively forwarded by M. L. Brittain, superintendent of education for Georgia. Both men stated after the conference was over that they had looked forward to it with concern, but all their doubts disappeared as the meetings progressed, and at the end they felt only gratification and pleasure. In every particular the conference was successful.

Discuss Economic Condition of Negroes.

The attendance included superintendents of public instruction, State supervisors of Negro public schools, representatives of leading institutions for white students, presidents of Negro agricultural and mechanical colleges, officers of college boards, presidents of normal schools for colored youth, county and city school superintendents, influential business men, and many persons engaged in the improvement of Negro schools. Dr. P. P. Claxton, Commissioner of Education, presided.

Among the topics discussed were the need of money for suitable teachers, buildings, and lands; the importance of agriculture to Negro progress; the inadequate opportunity in certain parts of the South for the accumulation of property by Negroes; comparison of wages for Negroes in industry and agriculture; the need for more and better-trained Negro teachers; and practical agriculture for Negro students.

Detailed Report on Land-Grant Colleges.

Dr. Walton C. John, specialist in land-grant college statistics for the Bureau of Education, recently made a tour of the 17 Negro land-grant colleges of the South and he presented a report of his investigations. The annual attendance at the 68 agricultural and mechanical colleges, according to Dr. John, is about 150,000 men and women, including 10,000 of the colored race. Of the 12,000 teachers about 600 are in colored institutions. The total annual income is more than \$54,000,000, of which \$1,600,000 goes to colored institutions.

Dr. John thus enumerated the weaknesses of the land-grant college system: A prejudice against State-supported higher education for whites and Negroes; a fear that the education of the Negro will endanger the social, economic, and political status quo; the lack on the part of educational officers of knowledge and of sympathy with the principles involved in the Morrill Acts; a strong preference on the part of the older colored

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RECENT GROWTH OF STATE UNIVERSITIES CREATES CRISIS.

Rapid Increase of High Schools Principal Cause—Solution Requires Rare Foresight—Obvious Plan of Limiting Registration is Impracticable.

By LOTUS D. COFFMAN, President of the University of Minnesota.

[Delivered at the Inauguration of Dr. M. L. Burton as President of the University of Michigan.]

The crisis which State universities are experiencing at the present time is complicated by three sets of factors: (1) The strangely mixed elements of the past which characterize educational theory and practice; (2) the disposition of college men in response to new pressures to differentiate the materials of instruction *ad infinitum*; and finally (3) to the enormous increase in the number of students. It is not my purpose to discuss either of the first two factors to-day, although they deserve serious consideration and must receive it in the comparatively near future.

Universities Approaching the Breaking Point.

State universities have grown so rapidly that they are now approaching the breaking point. A solution, no matter how tentative, requires rare foresight or reckless temerity. We can not, however, wait for time to offer us a solution. We must read the signs and study the situation as best we can and then act. This is a case where they do not serve who stand and wait.

Whatever solution is offered must in its final analysis be based upon a clear recognition of certain fundamental principles, viz:

1. A State university is a part of the public system of the State and as such must preserve that democratic doctrine of equal opportunity for all.
2. It must recognize the vastness and the complexity of the modern, social, political, and industrial world.
3. It must insist that the secondary school period is the time and the place for testing abilities, for revealing capacities and tastes—the period of self-discovery.
4. It must preserve the worthy traditions of scholarship and the spirit of inquiry and research and of trained leadership.

More Students Than Can Be Accommodated.

Without attempting to elaborate these principles, but keeping them in mind, we may proceed with a discussion of the situation as it exists. State universities literally have more students than they can accommodate. The influx of delayed registrants since the war hastened the congestion somewhat, but it was coming anyway. Had conditions remained normal the total number of students any State university would have had would have closely approximated the number it has this year. Two sets of forces have contributed to this growth—one external and the other internal. The external forces are the increase in the total population of the various States, increase in wealth and

prosperity generally, appreciation of the value of special training, and the growth of secondary schools. The internal forces are improvement in teaching technique, multiplication of courses, and the establishment of new departments and schools or colleges.

The most important of these forces is the relation which high-school growth bears to university growth. The most significant single feature of public education in the last generation has been the growth of the public high school. The greatest achievement of the last century—one unparalleled anywhere else in all the world—is the retention in school of 4 children in 10 to the age of 15 and 2 in 10 to the age of 18 years. Comparing the secondary schools of foreign countries with the four-year period accepted as the standard in this country, the United States actually had, before the war, more children enrolled in secondary schools than all the rest of the civilized world combined. Both the number of high schools and the number of children in high schools are increasing rapidly every year, and seem likely to continue for years to come at a rate faster than the increase in the general population.

Increase Notwithstanding Lower Rates.

This complicates especially the State university problem. A recent investigation at the University of Minnesota showed that the percentage of high-school graduates in any given year who enter the university is gradually decreasing. In 1893, 95 per cent of the high-school graduation class in Minnesota became freshmen in the university; now less than 24 per cent enter the university. Although the ratio of high-school graduates in any given year to the freshman class in the university is gradually decreasing, the actual number of freshmen is increasing. This is easily accounted for; the number of pupils in high school is increasing every year at a rate that more than counterbalances the decline in percentage.

Thirteen Thousand Undergraduates in 1940.

The number of high schools in Minnesota has increased 136 per cent in the past 20 years; the total high-school enrollment, 982 per cent in the past 30 years; and yet the end is not in sight, for only 21.2 per cent of the total State population between the ages of 14 and 17, inclusive, was enrolled in high school in 1915. As careful an estimate as we have been able to make shows that about 34 per cent of the present entering high-school classes fail to complete their courses of study. We believe that we are reasonably conservative in prophesying that between 20 and 25 per cent of

the high-school graduating class will enter the university annually hereafter. Now, assuming that all of the forces which have resulted in the past development of high schools will continue to exert the same influence in the same relative measure, a forecast would give the State of Minnesota 15,000 high-school graduates in 1930 and 21,000 in 1940. This would mean an undergraduate registration at the university of approximately 13,000 in 1940.

If the situation is difficult now, what will it be then? Clearly impossible, unless the appropriations be vastly increased, which means finding new sources of revenue, or unless there is a reorganization of the theory of public-school and university administration. More money undoubtedly can be found and will be found, but there is great danger that the sum available will be wholly inadequate for the needs of higher education. Even though larger appropriations may be secured for the next several biennial periods, we shall be simply postponing the day when measures of a more radical nature must be considered. We need more money now for salaries, more money for new instructors, more money for buildings, more money for equipment. To increase these needs without introducing drastic internal economies and redefining the functions of the various units of State education is to shut our eyes to a problem that is ours and not our successors.

Fees According to Scholastic Grades?

Now what are the possible remedies? Several have been suggested. An anonymous writer in the *New Republic* facetiously suggests that higher education should be financed by requiring students to pay fees on the basis of the grades they receive. The writer describes a school that was in dire financial distress. Everyone was discouraged and despondent. The faculty met from time to time and engaged in the "usual academic discussion." But academic discussion does not supply funds to buy coal or to pay the butcher and the grocer. The president held out the hope of better days, but no one could see them. A business expert was employed to study and report upon the problem. He discovered that there are two classes of students, those who go to college for an education, and those who are in college because it is a fashionable and respectable place to be. He recommended that all students having a grade of 90 or better should be exempt from fees; those having grades between 80 and 90 should pay a fee of, say, \$200 a year; between 70 and 80, \$500 a year, and so on down until those who received grades of 20 or below should pay a \$20,-

000 fee. Out of 3,000 he discovered that 180 students would have no fees to pay.

One of the mythical fathers, in sending his \$20,000 check, is reported to have written, "It comes high, but I believe it is worth it to be rid of the boy for the year." Something like \$15,000,000 in fees were collected in one year from the 3,000 students. A veritable college Utopia was created. Magnificent buildings at once began to spring upon the campus, the best equipment was purchased, salaries were advanced beyond the point of the wildest dreams of the professor, the president could retire to his bed once more and sleep without dreaming of underfed professors and congested classes. Everyone was getting what he wanted and paying for what he got. If the college needed more money all it had to do was to lower the grades of a few more students.

Salaries Proportioned to Teaching Hours.

Another suggestion equally novel is that of paying the teaching staff according to the number of hours they teach. One of our problems is that of getting a greater total of hours of instruction for the total money now available. As a reaction from the deadening overwork of the none too recent past, the general tendency recently has been to apportion a comparatively light teaching load. The arguments for it are convincing, but such strength as they may have lies in the wisdom and discrimination that is used in their application to a given situation.

In a certain medical school a professor was engaged with the understanding that he could practice outside two hours a day. He recently requested that the university determine the number of hours he should give to it; not the number he should practice. In another case the head of a department presented a request for additional assistance. He made the usual arguments—Increase in students, staff already teaching more than the normal number of hours, department rapidly becoming hopelessly inefficient. But one of his instructors who was teaching 15 hours stated that he would be willing to teach another class 5 hours if he could be paid proportionately for the extra instruction. Upon learning this, the head of the department suddenly decided that in the interest of science, the young instructor should be protected and that if anyone should take an extra class with extra pay, he himself should do it.

Would Increase Hours of Instruction.

One thing is certain if the staff were paid by the hour, an enormous amount of what the public might call instruction could be secured without any very con-

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REGIONAL CITIZENS' CONFERENCES PROVE SUCCESSFUL.

Nine Which Have Been Held Were Stimulating and Helpful.—Three Will Take Place Early in 1921.

Schedule of the Regional Citizens' Conferences.

November 29, Chicago, Ill.; for Illinois, Indiana, Ohio, Michigan, Wisconsin.

November 30, St. Paul, Minn.; for Minnesota, North Dakota, South Dakota, Iowa.

December 2, Butte, Mont.; for Montana, Utah, Idaho.

December 4, Portland, Oreg.; for Washington and Oregon.

December 6, Sacramento, Calif.; for California, Arizona, Nevada.

December 8, Denver, Colo.; for Colorado, Wyoming, New Mexico.

December 10, Kansas City, Mo.; for Missouri, Kansas, Nebraska, Oklahoma, Texas.

December 11, Memphis, Tenn.; for Tennessee, Kentucky, Arkansas, Mississippi, Louisiana, Alabama.

December 13, Columbia, S. C.; for South Carolina, Georgia, Florida.

The dates have not yet been fixed for the conferences at Baltimore, Md., for Maryland, Delaware, Virginia, West Virginia, and the District of Columbia; at New York, N. Y., for New York, Pennsylvania, and New Jersey; at Boston, Mass., for Maine, New Hampshire, Vermont, Massachusetts, Rhode Island, and Connecticut. Those conferences will be held after the beginning of the new year.

Campaign of Stimulation and Inspiration.

Successful beyond all expectations have been the regional citizens' conferences. The attendance has been large, amounting in some instances to more than three times the number of delegates formally designated. At St. Paul the number present was so much greater than had been anticipated that it was necessary to remove the conference from the St. Paul Hotel to the Wilder Charity Building, which offered a much larger hall.

The discussions in all the conferences have been free and frank, and the addresses have been on a high plane. Such good results have come from the plan of taking the States systematically and in order for a campaign of stimulation and inspiration that the only wonder is that it was never done before.

A letter from Hon. J. A. Churchill, State superintendent of public instruction for Oregon, expresses the feeling that seems to be generally shared by those who attended the meetings. "Our conference at Portland was a brilliant success," Mr. Churchill writes. "We had members of the legislature, members of the school boards, city and county superintendents from all over Oregon and from a large part of Washington in attendance. Every reaction I had from the meeting was that it had been a most profitable one."

Chicago.

"Not more than 44 per cent of the teachers in Illinois have more than an

elementary school education. More than 63 per cent have never finished college or normal school. A great number are willfully incompetent, uncultured, and untrained," said Francis J. Blair, State superintendent of public instruction for Illinois, before the regional citizens' conference in Chicago on November 29.

"It was possible," Mr. Blair continued, "in a session of the State legislature to raise the standard required for veterinary doctors; to raise the standard for dentists to pull and fill teeth; but it was impossible to raise the standard required for the teachers to educate the children, to train them in citizenship and ideals.

"I hope that the next legislature will provide for the maintenance of a proper system of education. It is the only solution."

"The United States is not a pauper community," said P. P. Claxton, United States Commissioner of Education, in his address. "Keep that in your mind when you are discussing more money for the salaries of educators. Remember that the United States has two-fifths of the gold of the world, that the income of its people is from \$60,000,000,000 to \$75,000,000,000 yearly, and that nearly \$6,000,000,000 was paid into the Federal Treasury last year.

"There are 27,000,000 school children in the United States, who in a few years will have in their control all the business of State and Nation, all the institutions of the country, the control of the Nation. The United States can afford to have them properly educated for this responsibility."

Geo. E. Lyons, of the Northwestern Mutual Life Insurance Co., Milwaukee, urged better pay for teachers and the abolition of emergency teachers.

"There are 6,638 teachers in Michigan who have not graduated from high school," according to D. B. Waldo, president of the Western State Normal School, Kalamazoo, Mich. "There are 1,514 more who have furnished the elementary school only. In 1918 there were 110 teachers in Michigan who received less than \$200 a year. Seven hundred and thirty-eight received less than \$300 a year, and 6,580 less than \$500. What sort of teachers does the public expect to get for that salary?"

Better preparation for elementary teachers was urged by C. G. Pearse, president of the State Normal School, Milwaukee, Wis.

St. Paul, Minn.

"Our largest educational problem," said J. M. McConnell, commissioner of education for Minnesota, "is to secure and keep an adequate supply of well-trained teachers. Good salaries for good teachers are imperative. A liberal salary is fundamental to the frame of mind which a teacher must possess. But higher salaries do not in themselves assure the schools of good teachers.

"The danger which the country confronts in the matter of teacher supply is not that the schools will be without teachers, but that they will be taught by those who are incompetent. Schools will not be closed except in isolated instances. The public demands that they be kept open, and is too often satisfied when that task is accomplished. Evidence is not lacking within the year, in Minnesota at least, that boards have been frightened by the specter of teacher shortage and hastened to employ even inferior teachers at the price of good ones.

"In Minnesota teacher training is assigned to the college of education, the State normal schools for elementary teachers, high-school training departments, summer training schools under the department of education, and institutes maintained under the department of education for the training of rural teachers in service. When adequate training in service can be furnished for rural teachers, as we are hoping it may be under proposed legislation, the institute can be dispensed with as no longer necessary.

"If we are to have professionally trained teachers we must turn our attention to building teacher-training institutions. We must see that they are sufficient in capacity, properly directed, and adequately supported.

"We must provide for the training of teachers in service if we are to get the best results and if we desire to develop and retain an adequate teaching force. Any scheme of teacher training that ceases to function when its teacher enters the classroom for herself is a failure."

Mr. McConnell announced that the State legislative program includes a 2-mill tax for schools to replace the present biennial appropriation for State aid.

Dr. P. P. Claxton spoke concerning the training and pay of teachers and the national cost of education. He said, in part:

"The people of this country must soon come to a better conception of what their schools are for and what it costs to run

them if they would save their educational system from disintegration.

"The United States should be spending to-day in its schools three times what it is spending in order to maintain an adequate educational system. We should spend \$3,000,000,000 a year instead of the \$1,200,000,000 we spent last year. But if we can accomplish the \$3,000,000,000 program within the next three years we should be fairly well satisfied."

The two greatest educational needs of the United States, said Dr. Claxton, are immediate increase in the number of professional teachers professionally trained and an immediate increase in the number of normal schools throughout the country to accomplish this training. Only 8.2 per cent of rural school-teachers in Minnesota have had two years of college or normal training. Minnesota is short 437 teachers this year and 372 teachers in Minnesota schools are makeshifts. The average salary of teachers in the United States is \$750. A messenger boy earns \$900 and a Pullman porter averages \$1,500."

Increasing demand for higher education and the funds necessary to meet present and future needs were emphasized at the afternoon session by L. D. Coffman, president of the University of Minnesota. A growing feeling of the necessity of higher education is indicated, said Dr. Coffman, by the action of legislatures in raising the age limits of compulsory education. With the increase in complexity of the problems of life there is a requirement for more preparation before they are met, which is being recognized by increasing periods of school attendance.

L. D. Harvey, president of Stout Institute, Menomonie, Wis., urged that in consideration of the present needs of the schools the public should be roused to sympathy with the children rather than to sympathy with the teachers.

Dr. Wm. F. Russell, dean of the college of education, University of Iowa, explained that in some districts improvement in schools is difficult because school taxes are already extremely high.

Possible increase in tuition fees of the University of Minnesota was mentioned by Chas. L. Sommers, regent of the university. Members of the conference expressed the opinion that such fees should be kept as low as possible. Mr. Sommers replied that if higher tuition were charged a special appropriation might meet the costs of students unable to pay the higher rates.

S. O. Hartwell, superintendent of schools in St. Paul, urged the stimulation of urban interest in rural educational problems.

Miss Ada M. Shaw, editor of *The Farmer's Wife*, St. Paul, said that the

educational system should allow boys and girls to develop into any profession.

Butte, Mont.

Passage of the two educational measures and of the amendment to the State constitution constitutes the most important and recent progress of Montana, according to May Trumper, State superintendent of public instruction. "The financial situation of the institutions of higher education was at low ebb when the mill-and-a-half tax for their support was passed and the \$5,000,000 bond issue made a certainty.

"By the growth of the county unit system many rural school children have been given the opportunity of a full school term. The rural schools have assumed the regular periods of city schools.

"Most of the proposed legislation in this State is based upon the crying need of financing the schools. We need an increase in revenue, which requires a constitutional amendment. We are working on a tax measure which will give 10 or 15 mills to the schools.

"Another aim of our proposed legislation is the proper distribution of teachers according to school attendance. We need a distribution of the county tax; education requirements for county superintendents; an increase in the salaries of deputies; cooperation between county and city high schools; training of rural teachers; vocational education; and proper encouragement to promising high-school graduates to complete their education."

"The general property tax has practically broken down, especially in the past 12 months, and we can not increase further the tax on real property without seriously endangering not only the school system but the fiber of our national democracy," said E. C. Elliott, chancellor of the University of Montana. "We must inform the people just what portion of their money is paid for the education of the children. In that way only can they be brought to know the cost and value of schools and to appropriate gladly the money the schools need."

Dr. John W. Widstoe, president of the University of Utah, made three suggestions for raising school revenues. He said, first, that a readjustment of expenditures should be made which would give the schools more money; second, the State should make grants of tracts of land to the institutions; third, certain natural resources should be set aside to augment the school funds.

"Because you are poor is no reason why you should stint an education," said Dr. P. P. Claxton. "If the State is poor it is all the more reason for education. You can not afford not to increase your

educational facilities, for it is from education that wealth comes. The new era of education and understanding which we are now entering requires more education for the masses. This means more money must be appropriated, though we are now paying more than we dreamed we would."

Three reasons were given by J. W. Widstoe, president of the University of Utah, why the income of the university, which he said was adequate in 1911, is now insufficient.

1. Attendance has increased enormously.
2. The increased cost of living has made increased pay for instructors necessary. All necessary equipment has increased tremendously in cost.

3. Increased demand for technical instruction has necessitated new departments, new equipment, and a greatly increased total of expenditure.

Chas. M. De Forest, who organized the modern health crusade in Montana, said, "Introduction of health teaching in the schools actually lessens the amount of work in the teacher's already full day. Where the rules of health are observed, the children attend school more regularly and their increased alertness, which permits them to grasp their lessons more rapidly, actually saves more time than is given to health instruction."

A resolution was adopted by the conference requesting the Carnegie Foundation for the Advancement of Teaching, the General Education Board, the Russell Sage Foundation, and the Commonwealth Fund to study the problem of taxation in selected States with special reference to the needs of the school system of such States, to the end that there may be devised a rational and equitable system of taxation which will insure sufficient and stable support of public schools.

Portland, Oreg.

Inequitable distribution of State education money, producing a flaw in the fundamental principle of educational opportunity, is the most vital problem affecting the education system of the United States, said Dr. P. P. Claxton, at the opening session.

J. A. Churchill, State superintendent of public instruction for Oregon, told of the passage of the millage tax by which \$1,260,000 additional is available for the higher educational institutions and \$2,000,000 for increased salaries of elementary teachers. It is now possible for the poorest community in the State to pay its rural teachers \$110 a month and still have sufficient money for fuel and other needs, he said, and in some counties the poorest district has enough money to pay its rural teacher not less than \$190 a month.

Mrs. Josephine Corliss Preston, State superintendent of public instruction for Washington, emphasized the importance of standardization of the State department of education, provision for adult education for foreigners, standardization of school buildings, and equalization of school money.

The afternoon session included addresses by P. L. Campbell, president of the University of Oregon, on the needs of higher education in the Northwest, by W. J. Kerr, president of State Agricultural College, Corvallis, Oreg., on the relation of education to material development and wealth, and by A. C. Cleveland, dean of the department of education, State College of Washington, on the needs of elementary and secondary education as seen by a college president.

Sacramento, Calif.

Gov. William D. Stephens made the opening address, and he was followed by Dr. P. P. Claxton, who discussed the question, "In what does the real crisis in education consist?"

S. J. Lubin, president of the California Commission on Immigration and Housing, urged a national building department with bureaus for schools, immigration, etc.

E. Morris Cox, president of the California Council of Education, emphasized the fact that opportunities for social service are no longer confined to the minister and the teacher.

Important recent progress in education was described by Miss Elizabeth B. Hughes, member of the California Assembly; by W. J. Hunting, State superintendent of public instruction for Nevada; by C. O. Case, State superintendent for Arizona; and E. T. Clarke, president of the California State Board of Education.

The needs of higher education were set forth by Dr. Aurelia H. Reinhardt, president of Mills College; Dr. David P. Barrows, president of the University of California; and Dr. James Blaisdell, president of Pomona College.

At the evening session Dr. P. P. Claxton, James Mullen, and Will C. Wood, superintendent of public instruction for California, spoke on the relation of education to wealth and revenue.

The conference was officially designated part of the annual teachers' institute, and as such it was continued another day.

Denver, Colo.

Wyoming schools may yet take first rank in the Nation because of increased funds which are expected as a result of the discovery of oil and the development of the oil industry, said Mrs. Katherine Morton, State superintendent of public instruction for Wyoming.

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The "turnover" in the teaching profession was declared by State Superintendent J. H. Wagner to be the greatest problem of New Mexico.

The teachers must "dig in" and hold the positions they have gained, or nothing of advantage will come of the adoption of amendments and other forms of relief provided by statute and constitutional law, according to J. A. Sexton, superintendent of public schools of Sterling, Colo.

"The consciousness of democracy," said Dr. P. P. Claxton, "has its roots in education. I am not against anything except ignorance. A nation that can spend \$2,100,000,000 for tobacco can afford to pay for education; that is three times as much as is paid to all the teachers in the country. If instead of buying three cigarettes a man would buy two, and instead of smoking three cigars he would smoke two to the nib instead of throwing the butt away, the salaries of teachers could be doubled. There is spent for luxuries in this country more than \$5,000,000,000, or four and a half times more than is paid to teachers of all grades of education.

NOTE.—The proceedings of the conferences at Kansas City, Memphis, and Columbia will be reported in the next number of SCHOOL LIFE.—Editor.

COUNTY SYSTEM PRODUCES EXCELLENT RESULTS.

Montana County Will Provide Nine Months' Term for All Schools During Coming Year.

County unit system of administering district schools of the third class of Cascade County, Mont., resulted in longer school terms and larger attendance in 1919-20 than in any preceding year, according to the School Bulletin, issued by the State department of public instruction of Montana.

During 1919-20 only 12 per cent of the schools of the county were in session less than 161 days, and of a total of 2,154 children only 150, or about one-fourteenth of the total, were enrolled in such schools. In previous years one-fourth to almost one-half of the children were enrolled in shorter-term schools. The terms of fewer than 161 days which were held in 1919-20 were due almost entirely to loss of time because of the arrangements necessary early in the fall to provide schools for 167 children of the county who were not provided with any school the year before. In September, 1920, all the children in the county were provided with schools, according to the Bulletin, and a full nine months' school term for every child is assured.

GOVERNMENT LOANS TO UNIVERSITY STUDENTS.

Provided in Bill Proposed by Victorian Government—Repayment Begins One Year after Graduation.

Loans for needy students at Melbourne University are provided by a bill proposed by the government of Victoria, Australia. By this bill an initial fund of £20,000 is to be created, to be supplemented by annual endowments, from which students are to receive loans sufficient to carry them through their course at the university.

The fund will be held in the State treasury and the treasurer will pay 4 per cent on it. It is assumed that an assisted student shall have completed his course at the end of five years. He will then be given one more year to settle down in his profession, the 4 per cent having meanwhile been capitalized. Commencing with the seventh year, he must repay the loan by installments, plus an interest charge at the rate of 4½ per cent. He will repay over a period of 10 years in 20 half-yearly installments. The structure of the scheme is based on the Crédit Foncier system, and, anticipating the passage of the bill, 40 students have already been advanced a total sum of £1,314. Administration is in the hands of a committee comprising the vice chancellor of the university, the speaker of the legislative assembly, and the chairman of the professional board.

PROPOSED INCREASE FOR BOSTON TEACHERS.

Increase of \$216 in the salaries of teachers in Boston is proposed in a bill drawn by the Boston school committee, to be presented at the special session of the State legislature which convened December 7.

The bill proposes an increase in the limit of taxation for schools from \$8.15 to \$9.11 per \$1,000 of assessed valuation. Of this 93 cents increase, 59 cents will go toward salary increases and the remainder will cover increases in the cost of fuel and supplies.

The bill has been indorsed by the Boston Chamber of Commerce through the vote of its board of directors. This action of the board of directors followed a study of the entire problem by the chamber's committee on municipal and metropolitan affairs which recently submitted a report to the directors.

The Detroit board of education conducts nine types of special classes which care for 3,661 children who are handicapped mentally or physically.

STATE-WIDE SURVEY OF RURAL EDUCATION.

New York Farmers' and Teachers' Organization Will Cooperate With State Officers.

School conditions in the rural and village communities of New York are to be subjected to a thorough examination, according to a statement just issued by George M. Wiley, assistant commissioner for elementary education.

Early in the year Dr. John H. Finley, commissioner of education, presented the problem to the board of regents, Mr. Wiley states. The importance of cooperation and united effort with the rural organizations in meeting the situation was urged. At the farmers' week conference at Ithaca the importance of the problem was discussed. The thought of the rural representatives as well as of the educational authorities was that the time had arrived for a thorough and unbiased study of the situation, in order that a constructive program for rural education might be worked out.

Farm and Educational Organizations Cooperate.

As a result, a committee of 21 was appointed from the various farm and educational organizations to cooperate in formulating plans for the survey, the statement continues. This committee consists of three members from each of the following organizations: State Grange, Home Bureau Federation, Farm Bureau Federation, Dairywomen's League, State College of Agriculture at Cornell, State Teachers' Association, and the State Department of Education.

The field to be covered by the survey will include the schools of the State outside of cities and large villages. A State-wide study of the rural schools must necessarily cover the small villages, which are the commercial and social centers for the surrounding rural population. The survey will probably not be limited to a strictly educational program, as it is thought that the rural school must be interpreted as a community institution concerned with its social environment. The general community interests and activities are a vital part of a study of this character.

Advisers from Outside the State.

One of the most important features of the preliminary work will be the organization of an advisory staff, consisting of several men from outside the State as well as from the State of New York, who will be in close touch with the committee of 21 for the development of the plans for this work. The men selected for this

purpose are to be of the highest type in their respective fields.

The survey is to be carried forward with close cooperation between the rural organizations already mentioned and the State education authorities. The rural organizations have a large contribution to make, and it is realized that their active interest is essential.

Detailed Study of Typical County.

Complete statistical information will be prepared as to the teaching staff, school plant, the organization and supervision of the work, and general matters over the State as a whole. In addition it is expected that a very thorough and complete study will be made of the educational situation in certain typical counties in different parts of the State. In those counties an exhaustive examination will be made of methods of instruction, retardation, and other school problems, and also of the entire school plant.

Special studies will also be made covering the whole problem of health education, including medical inspection, physical training, agricultural and home-making courses, junior project work and other activities in educational work, and in education in its relation to community activities.

The purpose is to present in brief compass and in definite terms the educational opportunities that are offered in the rural communities in New York, not only in comparison with each other, but in comparison with similar opportunities in other States, together with recommendations for their improvement.

The financing of a survey of this scope is a matter of concern. When the organization of this work was first considered the problem was presented informally to the directors of the commonwealth fund, and they set aside \$75,000 for this purpose, with no conditions other than that a thorough and unbiased study be made. The commonwealth fund does not assume any responsibility for the administration of the funds or the direction of the work. The money is to be turned over to the board of regents, who will cooperate with the committee of 21 in the use of the funds. The survey itself is to be carried forward through the committee of 21.

Cooperation Fundamentally Important.

It is regarded as fundamentally important in the progress of the work that there be close cooperation between the farm organizations and the representatives of the schools, in order that the views of the rural organizations may be fully expressed and made available for the benefit of the general committee. It is the intention of the committee of 21 to keep the people fully informed of its activities, and full discussion is invited.

MILLS COLLEGE WILL TRAIN TEACHERS.

Every Candidate for High-School Certificate must Qualify as Specialist in one Major Field.

In response to the efforts of the State Board of Education to develop sources from which to recruit the teaching profession in the face of the present shortage, Mills College, California, has established a "school of education." In formulating the requirements for high-school certification a step was taken that is an innovation, in the West at least, according to a letter recently received from John Louis Horn, assistant professor of education.

The California law empowers the State board to confer on colleges and universities the privilege of granting credentials which, on presentation to any county board, entitle the holder to receive a high-school certificate. In effect, therefore, these credentials are high-school certificates. The credentials are safeguarded by certain statutory requirements; notably that the candidate must have taken a year of graduate work following the receipt of the bachelor's degree, and in this year must have taken certain courses including practice teaching.

While, for the purposes of informing appointing officers, the credential bears a notation as to the holder's majors and minors in college and of the subjects which he is qualified to teach, legally the certificate is a general certificate and entitles him to teach any subject in the curriculum. As a matter of fact, small high schools throughout the State put teachers in as best they can, and the quality of instruction suffers.

Mills College takes the stand that it will not issue the credential except to students who have qualified themselves as specialists in one major field—not necessarily one subject—and will not issue the certificates merely on completion of required courses.

This is expected to have the tendency to do away with mediocre instruction in high schools, to eliminate "poor prospects," and to develop in the survivors the scholarly attitude which will send them back to the universities for advanced work in their chosen field, instead of dropping into the rut of miscellaneous high-school instruction.

Twenty lectures on the Bible as literature will be given this winter by Prof. William Lyon Phelps for the teachers of New Haven, Conn.

BACHELOR'S DEGREES FROM AMERICAN COLLEGES.

Comprehensive Document Issued by the Bureau of Education—Entrance, Graduation Requirements.

Requirements for the bachelor's degree by 101 universities and colleges in the United States, including Hawaii and Porto Rico, are analyzed in a bulletin by Dr. Walton C. John, which has just been issued by the Bureau of Education. The bulletin includes requirements for college entrance as well as for graduation, or a course of study covering a period of eight years in all.

The information on which the bulletin is based was gathered from the catalogues for the year 1916-17 of 51 State universities and colleges and 50 endowed universities and colleges. Graphic tables prepared from this data show the entrance and college graduation requirements of each institution for each type of bachelor's degree conferred. The requirements are given by units, by semester hours, and by percentages of time of prescribed and elective subjects. The percentages of the prescribed and elective subjects are computed for the eight years, including preparatory and college courses, as well as for each course separately. By means of the graphic tables it is possible to compare quickly and easily the requirements of the various bachelor's degrees of the same institution or of different institutions. Physical training and military drill are not included in the requirements considered, since college credit in these subjects is given by only a small proportion of the institutions considered.

Analysis of Entrance Requirements.

A brief historical sketch of the entrance and college requirements for the bachelor's degree in the United States introduces the consideration in detail of entrance requirements as to age, physical fitness, moral integrity, and intellectual attainment. The discussion of the intellectual requirements embraces method of entrance, the entrance unit, conditional entrance, allowance for quality or quantity in entrance requirements, and prescribed and elective entrance subjects as groups and as separate subjects.

For each prescribed entrance subject a table has been prepared for each type of bachelor's degree in each class of colleges and universities. These tables show the total entrance units required, the units required in the prescribed subject, and the percentage of the required units in each case to the total units. An additional table for each pre-

scribed entrance subject shows the minimum and maximum number of units required for each degree in each class of institutions, the average number, and the percentage of the average to the total entrance units required, the median, the mode, and the percentage of each to the total. A general average has been computed and its percentage. This general average is not an average of the averages, but a true average.

A table shows also the number of institutions of each class by which the mode for each degree is determined. A summary of frequencies is appended. Tables similarly constructed present information regarding the total prescribed entrance requirement and the total elective entrance requirements. A discussion of the types of electives and the distribution of entrance requirements is supplemented by tables presenting the information for ready reference.

Suggestions as to Entrance Requirements.

A summary of the characteristics of the entrance requirements leads to the following suggestions:

1. The publication of the minimum age limit should be omitted from the entrance requirements inasmuch as the principal reason for it no longer exists.
2. The physical fitness of the student should be considered in the prescribed entrance requirements. Secondary schools should insure as far as possible the physical as well as the mental fitness of all their students, and especially those who are preparing for college.
3. Since the large majority of colleges and universities now use the term "unit" as the basis term for measuring entrance credits, it seems desirable that all other institutions should fall in line and use the same term.
4. A definite statement respecting the rules of the college governing conditions and their abrogation should be published.

Requirements for Graduation.

The college requirements are considered for the degrees of bachelor of arts, bachelor of science, bachelor of philosophy, and bachelor of literature, or of humane letters. Bachelor's degrees in education are also included, but other technical or vocational degrees are omitted. The discussion and tables covering these requirements follow the methods used for the entrance requirements. In addition careful attention is given to the various types of electives. It is suggested that it seems advisable that the proper authorities encourage the adoption of a standard nomenclature for the educational bachelor's degree, that the growing tendency to use the semester hour as the basis of credit seems to indicate the desirability of further uni-

SECRETARIAL SCIENCE A COLLEGE STUDY.

Boston University Has Well-Developed School with Four-Year Course Leading to a Degree.

Unusual increase in enrollment is recorded by the College of Secretarial Science of Boston University since its establishment, in 1919. More than 900 women are now enrolled and the college has probably grown more rapidly than any other college in New England.

During the two years of its life the college has acquired two modern buildings, has organized a faculty of specialists, and has secured the financial support of a body of representative business men of New England.

The curriculum combines the cultural and technical subjects which are essential in the training of secretaries of a high type. In addition to a four-year course, leading to a degree, the college offers a two-year program, leading to a certificate, and a one-year intensive course for graduates of other colleges. Programs of study are organized also for women who wish to learn to manage their own business affairs.

formity in the same direction, that work in physical culture and personal hygiene should be standardized in such a way as to be worthy of regular college credit, and that the time has come for a more careful standardization of the semester hour credit from the standpoint of quality.

The Eight-Year Course.

The requirements for entrance and graduation considered as the work of an eight-year course are treated by the method used in the preceding chapters. From its study and those preceding it is found that the standards for the bachelor's degree are extremely variable and that unification and standardization are to be desired. The first step in unification of the courses of the secondary and higher institutions was taken when the elective system in entrance requirements was adopted. The next step is the distribution of subjects from the definite standpoint of a seven or eight year course. This may be accomplished by a development of the system of distribution now in force, under the customary plan of the major and minor option. Such planning of the eight-year course has already been undertaken by a number of universities and colleges.

The bulletin is entitled "Requirements for the Bachelor's Degree," Bulletin No. 7, 1920, and may be obtained from the Superintendent of Documents, Government Printing Office, at 35 cents a copy.

SCHOOL LIFE

Issued by the Department of the Interior,
Bureau of Education.

Editor, JAMES C. BOYKIN.

TERMS.—Subscription, 50 cents per year, in advance. Foreign (not including Canada, Mexico, Cuba), 75 cents. Copies are mailed regularly, without cost, to presidents of universities and colleges, State, city, and county superintendents, principals of normal schools and of high schools, and a few other administrative school officers.

Remittance should be made to the Superintendent of Documents, Government Printing Office, Washington, D. C., and should be by cash or money order. Stamps are not accepted.

TEACHING "OUT-BACK" CHILDREN BY CORRESPONDENCE.

Correspondence instruction is utilized in Australia for giving the advantages of education to children in remote country districts far removed from any educational center and almost out of touch with civilization. The plan has proved very successful and has been adopted in several States of the Commonwealth. Children 6 years old and upward are taught by special teachers under the department of education. The young people look forward eagerly to "mail day." A fortnightly budget is usually sent at a time. The work is most carefully set out, so that the mother or an older brother or sister may help the younger children. Every child, in addition to sending his work, corresponds with the teacher, so that his individual characteristics and interests become known.

In Tasmania a teacher has been appointed to visit remote settlers in every part of the island in order to impress upon the settlers the possibilities of this kind of education. Enthusiastic reports are made of the work of "out-back" children, many of whom live 500 miles or more from the teacher. Children taught by correspondence rely upon independent effort much more than in the ordinary school. Teacher and pupil tend to idealize each other, and this becomes a happy stimulus to both. The new scheme enables the authorities to reach annually several hundred pupils who would otherwise receive no instruction.

NEW AGRICULTURAL COLLEGE FOR LOUISIANA.

Plans are now being drawn for an agricultural college for Louisiana, which will have its headquarters and main buildings on the campus of Louisiana State University, at Baton Rouge. A fully equipped branch will be established in the rice, the sugar, and the cotton growing section of the State, at New Orleans for the study of the shipment

and freight handling of crops, and at Lake Charles, or farther west, for the cattle industry. A motor mechanics' school also will be maintained as a branch for the training of students in the handling of motor trucks, tractors, and other motor-driven farming machinery.

The new agricultural college is to be maintained without additional taxation, since the revenues left from the severance tax imposed on production from all natural resources creates an income of approximately \$1,000,000 a year for its establishment and maintenance.

WHY ARE RURAL AND VILLAGE SCHOOLS FAILING?

"If, as you say, the rural and village schools of America are not paying good dividends on the amount invested in them, what is the reason?" I asked a practical business man.

"Because the public is not putting enough into them to make them pay," was his reply. Continuing, he said: "I know a man who started a restaurant, but he was niggardly in his expenditures, buying inferior equipment and employing cheap and inefficient cooks and waiters. It was seldom that anyone ate more than once or twice at his place. Within a few weeks he had to depend upon transients, and at the end of six months he was bankrupt. A few more dollars invested in equipment and in wages for efficient help would have meant good profits. Have I answered your question?"—W. S. Deffenbaugh.

SPECIAL ATTENTION TO DETROIT PLAYGROUNDS.

The board of education of Detroit established within the department of architectural engineering a division of landscape architecture. It was realized that the proper development of the area surrounding the schools is a distinct asset in the education of the boys and girls of the city.

It is the task of the division of landscape architecture so to develop the school grounds that the highest point of efficiency and beauty will be reached. It is aimed to give every school a properly surfaced playground, so constructed as to drain easily and quickly, to be resilient, to be free from dust and sharp cutting particles which tend to destroy the children's shoes and clothing and cause scratched faces or hands when by chance the children fall upon it. Wherever possible a lawn will be constructed and appropriate shrubs, vines, and trees planted.

STRONG PROGRAM FOR DEPARTMENT OF SUPERINTENDENCE.

Rural education will receive special consideration at the meeting of the department of superintendence of the National Education Association, which is to be held at Atlantic City, N. J., February 26 to March 3, 1921. One session will be given over to a discussion of the probable future of education in the United States and the policies and programs needed to insure that future. Special addresses will be made by Sir Auckland Geddes, ambassador from Great Britain; Congressman H. M. Towner, of Iowa, who introduced into the House of Representatives the bill to create a Federal Department of Education; President Nicholas Murray Butler, of Columbia University; Dr. John H. Finley, commissioner of education for the State of New York; Dr. Henry Van Dyke, of Princeton University; and Dr. P. P. Claxton, United States Commissioner of Education.

NEW YORK SCHOOLS OBSERVE HEALTH DAY.

Health day was observed in the elementary schools of New York City on November 9, and on that day the teachers devoted their entire time to the physical examination of the school children. The defects observed were noted on specially prepared charts, which were sent to the office of the medical examiner of the department of health, by whom the defective children were examined. If his findings verified those of the teachers he suggested a remedy. The teaching staff were then expected to lend its support in urging the children and their parents to comply with the doctor's directions.

SURVEY OF NEW MEXICO'S HIGHER INSTITUTIONS.

Interrelation of the State higher educational institutions of New Mexico is the subject of a survey now in progress under the direction of the State revenue commission. The survey is in charge of W. C. Bagley and George D. Strayer, of Columbia University, and Ellwood P. Culberley, of Leland Stanford University. The report will be submitted to the State legislature at its next session. The report will include a study of the expenses and duplication of courses in the various State institutions.

Four schools are in operation in Lima, Peru, in which breakfasts are given to indigent pupils, and four schools in other parts of the Republic follow the same custom.

SCHOOL-BOY ATHLETES MAY BREAK RECORDS.

Arrangements Made by the Bureau of
Education for Recording Results of
Contests Throughout the Country.

How many school boys yearn to "break the record" of athletic events and to have their names heralded far and wide as holders of "the record"? How many? As many as the boys in school. From the time they begin to take part in athletic sports or to take an interest in them they know the names and records of the fastest runners, the best jumpers, and the leading lights of football. And every real boy cherishes the hope that he himself may be a record breaker some day.

Greatest Interest in Recorded Events.

"The record" has a real meaning to the ambitious athlete and it is an incentive to effort which is far greater than the stimulus of personal competition alone. Unrecorded events "do not count"; only those which go on record bring out the best that is in the contestants. Exhibition games and friendly contests are tame.

In schoolboy athletics it has not been possible to utilize this motive, for there is no recognized authority for prescribing the conditions, and for tabulating, recording, and promulgating the results. No records exist.

A beginning in the preparation of such records is proposed in a publication of the Bureau of Education which has just been issued. It is entitled "Joy and Health Through Play," and it was written by George E. Schlafer, of Indiana University, Bloomington, Ind.

The material in the bulletin prepared at the request of the Commissioner of Education, and the task of compiling the records has been intrusted to Prof. Schlafer. The enterprise, therefore, is under the auspices of the Bureau of Education, and Prof. Schlafer is its agent in the matter.

Conditions Described in Detail.

The pamphlet describes in detail 20 athletic events, which are suitable for school boys and girls. The methods of conducting the contest are clearly stated. The following are examples:

Pull up.—A portable chinning bar in a doorway, a horizontal bar in the gymnasium or on a playground, or the rungs of a ladder set at an angle against a building may serve the purpose.

Each contestant begins with his hands on the bar; the feet should be at least 6 inches from the floor. Then with the arms straightened at full length he pulls

himself up without a kick, snap, jerk, or wring, until his chin is above the bar. Lowering himself again (without resting) until his arms are straight, he immediately repeats the "pull up." Each pull up counts one time.

Running broad jump.—A take-off, 4 inches by 18 inches, should be firmly embedded in the ground; the edge nearest the running path shall be flush with the surface. The take-off should be painted white. If the take-off is nailed to a plank about 3 feet long and 1 foot wide, and the plank embedded sufficiently deep, as directed above, the take-off will be very firm. The ground shall be spaded some distance from the take-off, making a jumping pit of suitable size. Measure distance from the edge of the take-off, nearest to the jumping pit, to spot where the heel or hand nearest the take-off first touched the ground. If the player steps over the take-off, the distance shall not be measured.

Order of Exercises Is Stated.

The exercises are carefully classified according to school grades, from Grade IV through the high school, and a time schedule is arranged to show the order in which the events should occur. For the high-school classes the dates suggested are from January 3 to May 20, and from September 27 to December 24; for the elementary grades only the period from September 27 to January 27 is mentioned specifically, but it may be assumed that the same order of exercises may be followed during the spring months equally as well as in the autumn.

For reporting the records a blank form has been prepared and it may be obtained from Prof. Schlafer or from the Commissioner of Education. A reduced copy of the form is included in the pamphlet to show its character but not for actual use.

Classified by Sex, Age, Grade, Height, and Weight.

The records will be kept for boys and girls separately and classified by age, grade, height, and weight. It is necessary to consider all these factors in order to be just to all pupils.

The pamphlet may be purchased from the Superintendent of Documents, Government Printing Office, Washington, D. C., at \$2 per hundred copies. A single copy will be sent for 5 cents. The order should specify "Bureau of Education pamphlet, Joy and Health Through Play."

The Chilean department of public instruction has established a department of agricultural instruction in the normal schools. The teachers in this department will also act as technical advisers in the parts of the country in which they give instruction, and will cooperate in the preparation of agricultural statistics.

INSTRUCTION IN SALESMANSHIP FOR THE BLIND.

Department Stores Will Cooperate With
State Department of Education and
Boston University.

Preliminary arrangements have been made by the Massachusetts department of education, division of the blind, to establish in some of the large stores departments which will be entirely in the hands of those whose interests the division is striving to promote.

This movement is intended primarily to open up new avenues for the activities of a large number of persons who have been erroneously considered incapacitated for anything but a few simple and mechanical kinds of work, but it has a wider and more beneficent purpose in educating the public generally to cast aside much error and prejudice which have existed in the public mind, said Charles B. Hayes, director of the division.

"There are all classes of workers among these persons just as among all workers. Among them are a large number mentally equipped to tackle almost anything and we wish the employing public to get rid of the error of associating an applicant for employment from among our people with charitable organizations and caning chairs, and give him or her, as the case may be, a trial on merit solely. In the new movement in the large stores, which we hope to have well under way very soon, the positions will be most carefully filled by this division of the department of education," continued Mr. Hayes. "Definite instruction in salesmanship will be given by Prof. Harold Whitehead of Boston University. This will be purely a business proposition and we have great expectations of the results."

The School of Arts and Crafts of Habana opened in August, 1920, its last registration for the 1920-21 course. This institution has day and night sessions, and in addition to practical shop work in the different mechanical branches, also operates a shop for the teaching of engraving, embossing, etc.

The Municipal Council of Buenos Aires in July resolved to create a municipal committee on physical training to encourage physical culture in all forms. The council also determined to construct a model stadium in Chacabuco Park for this purpose.

RECENT GROWTH OF STATE UNIVERSITIES.

(Continued from page 2.)

siderable increase in revenue. Please bear in mind that I am not urging pay according to labor-union methods; but, if it is more hours of instruction that one wants and nothing else, this suggestion is as plausible as any.

Not Practicable to Limit Numbers.

A more rational plan than either of these would be to limit the actual number of students that the institution would take. But it must be recalled in this connection that a State university is a part of the public-school system of the State, and as such it is as truly the creature of the interests and policies of the people as any other unit of the schools of the State. It is inconceivable that the State will deny through legislative action or the university by fiat, a university education to any boy or girl who is prepared to attempt it. Such a denial would be subversive of the interests of a true democracy. It would mean that the doctrine of equality of educational privilege and opportunity had been discarded in the interest of a program of what would have the form, and might acquire the character, of aristocratic education.

Two concrete suggestions have been made, either of which would place a definite limitation upon the number of registrants. One comes from a western State. It contemplates the granting of as many scholarships as the university can accommodate students to the various counties of the State, each of which shall be charged with the responsibility of selecting as scholars as many students as the number of pupils in its high schools bears the total number of high-school pupils in the State.

Admission Based on Intelligence Tests.

The other plan is now being definitely tried at Columbia, and to a degree in a number of other institutions. It is that of admitting students on the basis of intelligence tests supplemented by certain other data. The plan, it appears, is workable, but it would be difficult to convince the average taxpayer or the average legislator of its fairness. It is characteristic of the average parent to think that his son or daughter belongs to the specially talented. And yet, on the other hand, every student of the science of education knows that college students may be as far apart as the poles intellectually, that while intellectuality does not determine entrance to college, it does determine achievement.

Furthermore, he knows that credits of a nonintellectual character are accepted for graduation by many high schools.

This practice is common enough to induce one writer to say that "anyone with sense enough to bathe and dress himself can with slight encouragement get into the average State university." There is just enough truth in this statement to warrant high schools in raising their standards of graduation and universities their standard of entrance.

Freshman Classes Show Great Variation.

It is clear to every one familiar with university administration that practically all grades and degrees of intelligence may be found in any freshman class. It is also clear that the standards of high-school graduation have been lowered as the curriculum has been broadened. There is another bad feature of the situation and that is that universities do not break the work of the freshman year to correspond to differences in previous training. Students are not classified on the basis of intelligence or previous training, but on the basis of the convenience of the administration. Some clerk, for example, is required to take the cards of the 3,000 entering freshmen, place them in piles of 30 each, without any reference to the previous training, ability, or capacity of the students.

It certainly seems absurd to force all students of a foreign language, some of whom have had four years of it, some three, and some almost none, to take exactly the same units of it in the university. And yet I am told that is or has been done. It also seems absurd to force all students who have had four years of high-school English, some of whom use English skillfully and accurately and others of whom will never be able to use it at all well, to take exactly the same beginning English in the university.

Classification on Basis of English.

The University of Montana is doing a progressive and sane thing in breaking away from this unreasonable and archaic form of administrative procedure. It is classifying its entering students on the basis of their ability to use English. The gifted ones carry the subject only one quarter, those a little less gifted two quarters, and the least gifted three quarters. This plan has released instructors for other work, and makes it possible for students to make real educational progress. It is a step in the right direction. It is a clear recognition that attainment and ability must be considered in the classification of students.

The situation might be still further ameliorated by the introduction of other types of internal changes. One of these would be to increase the size of the classes. American universities, and particularly State universities, have always

stood for mass education. True, they have talked about the development of research and training for leadership, but they are doing precious little of either. In comparison with Germany and France and a little less so of England, America has made no adequate provision for the training of leaders. With certain exceptions, of course, the great men of Germany and France are in the universities. With due apologies to those present at this meeting and excepting anyone who wishes to be excepted, as much can not be said for America.

Larger Classes Beneficial?

Our system is organized to train students in large groups, and the groups are getting larger. Is that a benefit or a menace? We assume a priori that it is a menace. But recent investigations in the field of elementary education show that, generally speaking, the size of the class is not a true measure of the attainment of the class. In other words, classes with 60, 70, 80, or 90 pupils apparently do just as well in those things that they were measured in as classes with 10, 20, or 30 pupils. The facts also show that if all classes of 35 or more students were reduced to classes of 35 or fewer students that there would be approximately only forty more promotions out of a thousand. These data, be it remembered, are gathered from studies of students far less mature and far less capable of initiative than the college students.

Every University Has Large Classes.

We argue for small classes and yet we are continually making them larger. Nearly every university has its large history class, consisting of 300 or more students. The general lectures are given to the entire class and quiz sections are organized for discussion and to test the students. Many of the laboratories in organic and inorganic chemistry, for example, are built to accommodate hundreds of students at one time. All of the lectures in English history might better be given by two or three good lecturers to classes of 500 or more than by 15 poor lecturers to classes of 30 each. Many subjects and parts of nearly every subject can be presented to hundreds of students at once, if the method of presentation is to be the lecture method, as easily and ofttime better than to small classes. Large classes are being created in the face of all the resistance which the traditions of the modern university can create. Large bodies of students and inadequate revenues have forced the change. Shall we declare that it is all wrong? That depends upon our definition of a university. If it is simply to

provide a high level of general training for the purpose of improving the general intelligence of all the people or of as many as can be reached, then frankly I can see no reason why we should not deliberately plan for many large classes.

New Teaching Rank Below Instructor.

There are a number of other types of administrative devices that may be tried in dealing with the situation. The State University of Washington has, I believe, introduced one of the most comprehensive of these plans. Washington was faced with the problem of getting more instruction without getting more money, or rather it determined to make every dollar go as far as it could. To accomplish this, it did two things: It established a teaching rank below the rank of instructor and called the members of this teaching rank assistants, and, second, it established a teaching load of 15 hours as the norm for the entire university. Full-time teaching assistants are expected to carry a full teaching load. Teaching assistants are employed because they are good teachers. They are not expected or permitted, I believe, to carry any university work while teaching. Promotion up the academic scale is not open to them unless they drop out and complete the work for their degrees.

According to the plan, 2 hours of laboratory are considered the equivalent of 1 hour of recitation, and 10 hours of lectures equivalent of 15 hours of recitation. An administrator may receive a time allotment for administration. A person engaged upon a piece of research may get 6, 8, 10 or more hours allotted for research, and thus reduce his teaching load correspondingly. There can be little doubt that this plan will stimulate research. It contemplates checking those from time to time who receive allotments for the purpose of determining the progress of their research.

Equating Secondary and University Credits.

The State University of Washington has one other step under consideration, and that is, equating the credits of courses of secondary grade and courses of university grade. It is a matter of common knowledge that many of the so-called courses of a university are nothing but sublimated high-school courses. Beginning courses in nearly all of the high-school subjects can be found in most State universities. At Minnesota this last year we had 80 sections in beginning English, and were unable to provide instruction in freshman English for about 600 other students because of a lack of instructors. The university had more sections in beginning romance languages than there are classes in the entire law

college. Nearly 80 per cent of all the instruction and energy of the Arts College was and still is devoted to freshman and sophomore work on the secondary level. The so-called junior college of many of our universities is nothing more or less than a glorified high school. It may be true that the same students do more work and better work at the university as freshmen and sophomores than they do as juniors and seniors in the high school, but the difference is due largely to maturity. That they will do better work at the university than they will do in the corresponding years or classes at home remains to be demonstrated.

Now the Washington plan, if I understand it correctly, means to equate the credits of secondary and university subjects and courses. For example, a university subject will carry one credit for one hour a week, but a high-school subject will carry less, say three-fourths of a credit. If the teaching load for subjects on the university level is 15 hours, the teaching load for subjects in the secondary level will be 20 hours.

University Should Discard Secondary Subjects.

This plan will do what it is intended to do—it will provide more teaching without increasing the cost to the institution. It is an internal administration device pure and simple. Whatever its value, it must be regarded as a temporary expedient rather than as an ultimate solution of the problem. The ultimate solution must be something more than an administrative expedient. It must rest on a consideration of the relation that a State university bears to the State and to the other educational units of the State. I believe that a State university was established primarily to train men and women for distinctive work in the various professions and to provide others with a liberal education. In order to realize these purposes it lowered its entrance requirements and took poorly prepared students; it reached over into the secondary field when high schools were few in number and appropriated many of the high-school subjects. Entrance requirements have been raised from time to time, but most of the appropriated subjects have remained. Its first concern should be that of divesting itself of those things that do not belong to it. This can be done in one of three ways—by refusing to admit students to any courses which they can get in their own local schools, by urging the establishment of junior colleges, or by prolonging the public-school period so as to provide for freshman and sophomore work. Whichever plan is followed, the result in the long run will be the same, elimination from the overburdened university

of much, if not all, of its high-school work.

Division Between University and Secondary School.

The College of Engineering at Michigan has, I understand, effected an interesting affiliation with one of the smaller colleges of the State. The first two years of work are carried in the smaller college, the last two in the College of Engineering at the university. The student receives his degree from the smaller college which he first attended. The far-reaching benefits of such a scheme can be easily conjectured. It would result in more cordial relationship between the private schools and the university; it would enable the private independent schools to do better work; and it would not take from them the coveted right to grant degrees.

But the relief which a university would get by this arrangement would not be enough. A closer contact with the public schools must be made. Those schools ought to take over the work which rightfully belongs to them. They should expand so as to include the thirteenth and fourteenth years of work. This has already been done in many places. When once expanded there is no reason why the two additional years should be known as a junior college. They really should be regarded as a part of the public-school systems. Universities should, on the other hand, outline curricula leading to the various degrees. These curricula should indicate the necessary prerequisites in each case. A student coming from the public schools with these prerequisites should be admitted at once to his professional or academic curriculum.

High Schools May Be Amplified.

Many of the high schools would be compelled to add but few instructors to provide the necessary courses in the logical amplification of their acknowledged functions. If on account of limited finances it is impossible for any community to provide the extra courses and extra teachers, it should be possible to increase the size of the taxing unit. There are few counties which could not, if they wished and if the law permitted, maintain the two additional years, and at a very small tax rate. It would be both proper and, in my opinion, wise if the State granted a small subsidy to encourage the spread of the movement.

There is one other comment which I should like to make and that is if the plan which has been outlined be adopted it should not require 14 years of public-school work to prepare the better students for the present junior year of college. I am convinced from my observation and investigation of hundreds of

schools of both secondary and collegiate grade that the time of preparation for such students can be shortened to 13 and eventually to 12 years.

Length of Course May Be Varied.

Furthermore, a reorganization along these lines should involve the differentiation of courses both in public school and in the university in terms of occupational needs and the types of professional service for which one is preparing. It is little short of a travesty to provide four years of training for all lines of engineering, all lines of business, or all lines of agriculture. There may be much sanctity but there is little sense in the educational fetish of four years. A course is not professional because it is four years in length. It is professional because of the type of service for which it prepares. It is just as professional to prepare one for a type of service which requires two years of training as it is to prepare one for a type of service which requires four years of training. Some courses should be completed in two years, others in three, others in four, and still others should require five or six years. And not only do all persons not need four years of university education to be good citizens or to be successful practitioners of some worthy occupation or profession, but all persons by virtue of inherent differences in native capacity are not equally well equipped to profit by such training. Equality of ability we do not have; equality of opportunity we must have and preserve. This plan recognizes both of these important facts.

When once introduced this plan will call for a number of other changes. Most of the present freshman and sophomore courses will be continued in the high school, but not all. Many new courses not now listed will be offered. Instructors will be employed in the public school who can teach and largely because they are qualified by technique and preparation to teach. The junior college, if it clings to that name, will be a school, and the university will have the possibility of being a university. The modern State university is rapidly ceasing to be a university; it is by force of circumstances becoming a school. The differences between a school and a university are fundamental, inhere in the very nature of the institutions and permeate every phase of their life and atmosphere.

Greater Care in Selection.

With the university reestablished, greater care can be and should be exercised in the selection of students. Detailed intensive programs for the training of scholars, leaders, and highly skilled professional technicians will be prepared. Elaborate and scholarly preparation will

be required of all instructors before they are appointed. The teaching schedules will be short enough to permit them to engage in investigation and research. Requirements for the advancement of students will be rigid. While the door of the junior college will be kept wide open, a fine-meshed sieve will be located at the end of the university course. Students will be advanced on the basis of ability and achievement and will be granted greater freedom in controlling their own movements. The old artificial lines between senior college and graduate school will disappear. The principles laid down at the beginning of this paper will have been realized and the State will have a system of education which serves the needs of every individual, provides for training in every field, which it can support and of which it may well be proud.

SHORTAGE OF RESEARCH WORKERS IS ACUTE.

Governor General of Canada Emphasizes Need of Education in Development of Dominion.

Education, especially in research and laboratory work, as a means of increasing the wealth of the Dominion of Canada, was emphasized in an address delivered by the Duke of Devonshire, Governor General of Canada, at the beginning of the centennial endowment campaign for \$5,000,000 conducted by McGill University.

"Undoubtedly at this moment we are extremely short of men and women who are prepared and capable and trained for the purpose of taking up research work. This is the case not only in Canada but in Great Britain and the United States.

"The problem which we have to face at this moment is one to which we will find the surest solution through the universities as we know them to-day. The universities have been the training ground for those who have gone out and added to the stores of knowledge, and more and more we must look to the university to bring out in greater degree than ever those men and women who are qualified for this purpose.

"Perhaps the most difficult problem that we have to face at this moment is a shortage in the numbers of professors who are capable of training men in research work, and one of the surest ways of dealing with this question, if we possibly can, is to increase the sphere of activity in the universities so that professors and those qualified to do so may be relieved from more of the elementary teaching and able to train people in the higher form, and prepare a greater number of people for the wider field of research work in all branches."

THE HABIT OF CORRECT SPEECH.

College Representatives Discuss Methods—Entrance Examinations Are Difficult—Applicants Can Not Describe 20 Books.

Methods of establishing habitual use of good English by college students were discussed at a joint conference of the English composition departments of Mount Holyoke, Smith, Vassar, and Wellesley Colleges, held at Wellesley in November.

Practices not to Be Tolerated.

The first main question, according to the Boston Transcript, was some means of establishing the student's use of good English outside the limits of the English department. With this came some discussion of the desirability or undesirability of setting up a list of practices which would positively not be tolerated, but would cause the student indulging in them to receive a condition. The value of such a list to preparatory teachers was pointed out, but the objection was strongly urged by many that the stressing of the negative side was unfortunate and misleading.

Value of the Entrance Examination.

The second chief subject was the entrance examination in English—its value as an index of the student's real ability and the criticisms raised against the examinations set by the college entrance board. According to statistics compiled by the four colleges, the comprehensive plan examination has proved a surer index of what the student can maintain in college than the old plan examination. The papers set for the comprehensive examinations were criticized by some of the preparatory teachers as exacting more than can reasonably be expected of the average student and tending to bewilder her. In the discussion it was pointed out that the student of the present day can not be counted on to have the amount of reading, especially outside reading, that was formerly expected. A question on the last examination paper requiring the student to set down with considerable rapidity a list of 20 books of which she retained certain definite impressions was objected to as asking of a very great number of the students of to-day almost an impossibility.

Increases in the minimum salary of teachers in Massachusetts from \$560 to \$800 a year is recommended in the annual report of the department of education to the State legislature, which was filed early in December.

SOUTHERNERS CONFER ON NEGRO EDUCATION.

(Continued from page 1.)

educational leaders for the classical college course; the inability of the State to consider the Negro land-grant college as an asset for developing wealth and making better citizens.

The Negro land-grant colleges have carried on their trade instruction more successfully than their agricultural instruction, Dr. John said. This has been due in part to the fact that it has been easier for them to get industrial equipment. Soon 250,000 automechanic truck drivers will be needed. The existing industrial courses should be strengthened and a study should also be made of the actual industrial openings that there are for Negroes.

Some States Show Progressive Attitude.

It is also most important that Negroes should be trained for public health and community nursing, continued Dr. John. High-grade liberal arts and scientific courses should be established in a few institutions. Texas, Louisiana, and South Carolina are showing a strong, progressive attitude toward the Negro land-grant colleges.

The problem of educating white and colored people in Alabama and all other States must be solved through cooperative effort, said J. W. Abercrombie, State superintendent of education for Alabama. There has been remarkable educational progress in Alabama during the past two decades. Alabama is now spending \$1,000,000 for rural school buildings. The State is spending one-third of this amount and the communities are spending the remainder.

"We have not, however, been doing our full duty by the Negro children," continued Dr. Abercrombie. "I have come to believe that the exodus of the Negroes has been brought about largely by the lack of educational facilities for them. We are about ready now to provide better educational facilities for all classes."

Movable Schools of Agriculture.

T. M. Campbell, Tuskegee Institute, Agricultural Extension Service, United States Department of Agriculture, reported on the methods which have been employed to carry agriculture to the farm through the use of agents and of movable schools of agriculture. He described in some detail the program of a movable school, which, for example, through a period of eight to ten days brings together men and women for the improvement of a shanty on a plantation. In such a case the women remodel the inside of the plantation house, putting in

window panes, screening windows, scrubbing floors, making rag rugs and shuck mats; the men terrace the land, prune trees, inoculate the hogs, and do other work which would improve the farmstead; the plantation owners furnish the money for the new equipment and supplies required.

Few Accredited Negro High Schools.

Dr. J. M. Gandy, of Petersburg, stated that there are only four Negro accredited high schools in Virginia. In the Colored State Normal School there are 500 in the high-school department and 67 in the normal-school department. The Negro State Teachers' Association of Virginia is unanimous in asking the State for a Negro college.

W. T. B. Williams, Tuskegee Institute, Alabama, field director for the Jeanes and Slater Funds, said: "The colored agricultural and mechanical colleges should have larger support—larger moral and larger financial support. The present weak financial support of the agricultural and mechanical institutions means that they have a narrow course of study. The vocational training, in the main, as given in these institutions, is not very effective. Indeed, not enough time is given in them to vocational training. The schools do not turn out many mechanics. Only a small number of farm-demonstration workers come from the agricultural and mechanical colleges. These institutions train carpenters, for example, but not architects or builders. These schools should also be removed from political influences.

"The Negro land-grant college presidents ought to be acceptable to their respective Negro constituencies. It would be well to bring together for conference upstanding Negroes, who would give disinterested opinions on matters of importance. I know that these men would not suggest the employment of inferior or unworthy educators.

"We need also to have white officials take a deep, sympathetic interest in Negroes and their education.

Mixed Boards Are Desired.

"We need also to have Negroes on the boards which control the agricultural and mechanical colleges. I think it would be well to have mixed boards. White trustees too often do not pay any attention to the colored land-grant colleges. The courses of study in the colored agricultural and mechanical colleges should be on a par with the courses in other agricultural and mechanical colleges. This does not necessarily mean that the courses in the colored and white colleges should be identical, but at the end of the course the men coming from

the colored agricultural and mechanical colleges should be as reliable and efficient as any other set of men who had spent an equal amount of time and study.

"The colored agricultural and mechanical colleges should get better supervision from Federal and State authorities.

"We must also have more elementary schools and more high schools.

"The presidents of the colored agricultural and mechanical colleges must make the people see the value of agricultural and mechanical training."

Full-Time Supervising Officer Needed.

Dr. Claxton stated that for the past seven years he has been asking the Congress to appropriate money for the employment of a southern white man who would give all of his time to supervising the 17 Negro land-grant colleges.

Dr. James H. Dillard, president of the Jeanes and Slater boards, spoke on "The Training-school Movement." He said: "Miss Anna T. Jeanes gave her money to help the people living in the country. Some years ago I visited a small county in Mississippi where I found 27 colored school-teachers, only 3 of whom had ever gone beyond the fifth grade. Some of these teachers could barely read and write.

"In 1912 four county training schools, not high schools, for colored youth were started. The Slater Fund offered \$500 for salaries, and the counties were asked to give \$750 per year. For the first year the counties gave the amount required. In 1913 there were 4 county training schools; in 1915, 17; in 1920, 107; and for the next year there will be 140.

Rapid Growth of Training Schools.

"The average county now gives \$2,236 for the support of a county training school. Last year \$239,259 were given to these schools from public taxes. During the first year of operation these schools cost \$2,000, while last year they cost \$390,000. To-day there are in the county training schools 1,649 pupils in high-school grades.

"The general education board gave \$61,290 to these schools for equipment last year. This year it will give nearly \$100,000. These schools, it is admitted, are merely a makeshift for the training of teachers. About half of them have dormitories. At first eight grades of work were required. Other grades have since been added.

"The general education board is now cooperating to give critic teachers to nine religious colleges. The general education board has also sent teachers during the summer to Hampton and Tuskegee. Last year it sent to Hampton 197 men and

women, and to Tuskegee 278 men and women."

Ideals by which the colored land-grant colleges should be guided were outlined by T. H. Harris, State superintendent of education for Louisiana, who was chairman of a committee on land-grant college policies appointed by Dr. Claxton.

Ideals of Negro Education.

1. The masses of colored children should be reached with elementary schools. All over the South it should be the duty of the school officials to provide good schools for white and colored children alike.

2. A system of high schools, adequate for those completing the elementary schools, should be developed. The high-school courses should pay especial attention to agriculture, home making, and the industries. The material at present is limited for the filling of Negro high schools. Systems of high schools for Negroes, however, should be established wherever possible.

3. As rapidly as conditions will permit, the work of the agricultural and mechanical colleges should be confined to work of college grade. These institutions should give proper degrees. We should not be discouraged when we realize that these institutions can not be made colleges at once.

4. The purpose of the agricultural and mechanical colleges should be to send to the farms and industries men who are thoroughly and scientifically trained, and should be to educate women for home making, citizenship, and leadership in those occupations in which women are engaged. These schools should have proper buildings and equipment, including live stock, which is needed in successful agricultural work. These institutions should offer the strongest possible courses for women.

Training for Farm Life.

5. The agricultural and mechanical colleges should lead and stimulate the colored people to live in the country and there own and operate their farms.

6. The agricultural and mechanical colleges should teach their students the importance of morality, square dealing, and honesty.

7. There should be a board charged with the administration of these schools.

8. The agricultural and mechanical colleges should not be confined to students who are fortunate enough to be there. The extension department for colored people in each State should have its headquarters in the agricultural and mechanical college; extension workers should go to farms and into homes, so as to make the homes enjoyable places.

9. There should be a fair distribution of Federal funds between the white and colored agricultural and mechanical colleges, with no discrimination against colored people in the distribution of these funds.

10. The State government should support the agricultural and mechanical colleges liberally, no matter what the Federal Government is doing.

Superintendent Harris added: "Public sentiment should be so molded everywhere that all Negroes can count on justice and the square deal in the courts and among white people, both in town and country. In Louisiana and elsewhere, for example, we have moved a long way in four years. Public sentiment is in good shape. The only question which we now face in Louisiana is, How much money have we?"

Teachers' Institutes Are Effective.

"Louisiana has been building good Negro schoolhouses with good equipment. Last summer Louisiana conducted 30 to 40 eight-week institutes for Negro teachers. Louisiana employs visiting teachers in two-thirds of its parishes. Children are coming into school by the thousands. High schools are being introduced, as there are children to fill them and public sentiment to sustain them. The masses of people will be made intelligent."

Hon. Hugh M. Dorsey, governor of Georgia, sent a message to the conference, which included the following:

"The Southern States are committed to the policy of educating the Negro people. It is most important, therefore, that the millions spent every year in this cause be wisely expended. Faithful and efficient teachers are needed for the thousands of rural schools. Since about 75 per cent of the Negro children attend these schools, there is great need for improvement along the lines of buildings and equipment.

"The South is, and will be for many years, an agricultural section. The Negroes make up a large proportion of our farming population. In order that our lands may be farmed efficiently, the Negro boys and girls must be given some practical training in modern agriculture, and especially in raising food and forage crops and stock.

Industrial Training Necessary to South.

"As the industrial development of any country depends on skilled labor, Negro youth, as well as Anglo-Saxon youth, must be given training along industrial lines. The Southern States are not rich enough to take skilled labor from the wealthy Northern States.

"The Negro has suffered in the past from unsatisfactory conditions in the home. In order to remedy this, the girls of the colored race must be trained in household arts and home science.

"It is most important that the Negro boys and girls be taught proper conduct; be led to plain living and high thinking. This includes acquiring the habit of thrift and respect for law. In this way, the Negro will come to respect himself and to gain the respect of the white race. The Negro who merits respect will get it.

"Georgia is doing more than ever before in the past for Negro education, and I believe we shall do more in the future than we are doing to-day."

M. L. Brittain, superintendent of education for Georgia, said in welcoming the conference:

"In Georgia the land-grant college for colored youth is at Savannah. Besides that institution, we have established at Albany, within the past two years, a normal school which we hope will be a worthy institution to prepare Negro teachers. In shaping its curriculum we planned that it should especially emphasize agriculture, trades, and home economics. It has not received needed support, but this will be remedied. This institution will grow as one of the really useful schools of Georgia, and it will fill a much-needed want.

Georgia Schools Are Improving.

"These are the two institutions in which this conference is interested, since they receive aid both from the Federal Treasury and State treasury and come distinctly under public control. In addition to these, we have in Georgia a large number of higher institutions for colored people, such as Spelman Seminary, Clark University, Morehouse College, Morris Brown College, and Atlanta University. These are in Atlanta, and there are several in other leading cities of Georgia. They derive their support more or less from northern sympathizers, and they have undoubtedly done good work.

"Our public-school work among the colored people shows progress through the years since it began in 1872, though of course it has not been what we should like. The total value of public-school property in this State according to the figures received January 1 of this year amounted to \$1,951,109. The total value of college property among the Negroes of Georgia was given then as \$2,154,460. This is a showing which should be encouraging to any reasonable mind that realizes the colored property for educational purposes has been secured during the past one or two generations, starting from nothing 40 or 50 years ago."

PITTSBURGH CONFERENCE ON HIGHWAY EDUCATION.

First of Important Series of Conferences for Stimulating Interest in Highway Transport.

The permanent committee on highway and highway transport education created by the United States Bureau of Education held an important conference at the University of Pittsburgh, Friday, November 26, 1920. The program was prepared under the direction of Dr. F. L. Bishop, dean of the school of engineering of the University of Pittsburgh, and his colleagues, with the assistance of representatives of the State highway and State educational departments of Pennsylvania.

Automotive Interests Participate.

Fifty of the leading representatives of the Pennsylvania automotive interests, the Pennsylvania State highway department, and representatives of the State department of education were in attendance. The conference was called to order by Dean Bishop, who said that the purpose of the conference was to emphasize to educators of Pennsylvania and to the public, the need for education in highway transport, and in the teaching of highway traffic rules and safety provisions to students and children in the public school systems, and likewise to further extension and vocational training in highway and highway transport activities.

Addresses were made by Dr. P. P. Claxton, United States Commissioner of Education; Thomas H. MacDonald, Chief of the Bureau of Public Roads, Department of Agriculture; Roy D. Chapin, president of the Hudson Motor Car Co. and vice president of the Automobile Chamber of Commerce; Mr. H. E. Hilts, principal assistant chief engineer, State highway department of Pennsylvania; Prof. Dallas W. Armstrong, superintendent of Venango County public schools, who represented Dr. Finnegan, of the State department of education; and A. G. Bachelder, chairman of the executive board, American Automobile Association, Washington, D. C.

Transportation Games in Kindergarten.

Others present were H. S. Firestone, president of the Firestone Tire & Rubber Co., of Akron; Pyke Johnson, of the National Automobile Chamber of Commerce; Prof. A. H. Blanchard, of the University of Michigan; and Miss Julia Wade Abbott, specialist in kindergarten education of the United States Bureau of Education, who is especially interested in making transportation and highway

traffic games an attractive feature for the boys in the kindergarten.

Immediately following the morning session the Commissioner of Education addressed at luncheon in Syria Mosque nearly 2,000 teachers, members of the educational association of western Pennsylvania and Pittsburgh Teachers' Institute, on the social value of highways. Following the Commissioner, Miss Harriet Beard, of Detroit, discussed the safe use of highways, and called attention to the methods used in the Detroit public schools in teaching children how to protect themselves from accidents.

Highways Are Factors in Civilization.

Dr. Samuel B. McCormick, chancellor of the university of Pittsburgh, called attention to the importance of the highway as a factor in civilization and the importance of teaching people the right use of the roads. The chancellor also outlined the development of the highway transport in Pennsylvania.

Three conference committees were appointed during the meeting: (1) The committee on safety, under the chairmanship of Robert P. Hooper, president of the Pennsylvania Motor Federation; (2) the highway education committee, under the chairmanship of H. E. Hilts, of the State highway department of Pennsylvania, and (3) the vocational committee, under Prof. A. S. Hurrell, director of vocational training, University of Pittsburgh.

The Pittsburgh conference marks the beginning of an important series of State and regional conferences which will be conducted through the permanent committee for the purpose of stimulating a deeper interest in highway engineering and highway transport, and of urging the public to appreciate the importance of better highways as a means of encouraging business, social, and educational development, and also of the safe use of the road.

The next conference will be held during the latter part of February at the University of Michigan.

MEXICO REQUIRES LICENSES FOR PHARMACISTS.

In accordance with the ruling of the superior council of health of Mexico requiring a diploma from official schools in order to exercise the various professions of medicine, the National University has decided to establish extra examinations for pharmacists who have no diplomas, so that they may obtain the degree of practical pharmacists and thus continue in their profession. Applicants wishing to take such examinations must either own their drug stores or have had five years' experience in putting up prescriptions.—*Bulletin of the Pan American Union.*

RECENT TEXAS LEGISLATION FOR EDUCATION.

Enacted in Two Years: Free Text-Books, Improved Certification System, Equal Opportunity, etc.

1. Increase of State apportionment from \$7.50 to \$14.50, nearly double.

2. Amendment of the maximum salary law, raising the limits of the maximum salary to be paid from State funds, about 75 per cent.

3. Revision of salary schedules for county superintendents, granting increases of from 25 per cent to 66½ per cent, providing for an office assistant, and for a 50 per cent increase for traveling and office expenses.

4. Increase of salaries of teachers in State colleges from 20 to 30 per cent.

5. Law permitting school boards to borrow the money to pay teachers promptly, the interest to be taken from school funds.

6. Rural-aid law, doubling former appropriation of \$2,000,000, provisions for libraries, free transportation, higher standards of teachers, including increases for study, if returning to same position.

7. Passage of free textbook law which not only provides for free textbooks, but places residue of textbook fund in available school fund.

8. Tax-levy law requiring a school tax of 35 cents and repealing old \$4.50 maximum of State apportionment.

9. Complete revision of laws relating to certification of teachers, granting of choice of subjects, emphasizing professional training, and providing for reciprocity with other States.

10. Statistics law, making it possible to secure information as to school conditions. This was invaluable in the recent campaign.

11. Law requiring that men and women teachers shall receive equal pay for equal work.

12. Equal opportunity to men and women on the summer normal examining board, on summer normal faculties, and in State department of education.

13. The eligibility of women to membership on the boards of all State institutions and to places on city, county, and rural school boards through ratification of suffrage amendment.

14. Laws simplifying financial difficulties of school consolidation.

15. Submission and adoption of the district tax amendment to the State constitution, whereby each school district may vote for its schools such support as it deems necessary.—*Annie Webb Blanton, Superintendent of Public Instruction.*

EDUCATIONAL PROBLEMS OF MINING COMMUNITIES.

Conference in Pittsburgh Concludes That Civic Education and English Teaching Should Be Emphasized.

Mining town schools differ in character or in degree, or in both, from rural and city schools, and the United States Bureau of Education has been calling occasional conferences to consider some of the educational problems of the mining communities. At a conference recently held at the University of Pittsburgh, in cooperation with the extension division of that university, the attendance included representatives of several coal companies in western Pennsylvania and West Virginia, the Bureau of Education, women's clubs, and other organizations, and a number of school principals and teachers.

The conclusions reached by those who discussed the topics under consideration were:

Coal Companies Should Assist.

The coal companies should take a vital interest in the public day schools for children and in evening schools for adults. The schools should, however, be supported and under the control of the public or they become paternalistic. In some instances the companies might add to the public funds in order to show what a school system should be.

Civic education should be emphasized in day and night schools. The aim should be to have the pupils understand their own community first and to take an interest in improving it. From the community to the State or Nation is only a short step.

Kindergarten education should be provided in mining communities, since many of the children do not have the proper home care and since the kindergarten training enables the child to understand English upon his entrance to the first grade, where a large percentage of the foreign children repeat a year because they do not understand the language of the classroom.

The teaching of English to foreign children is a simple process if the teacher would use the child's knowledge of mining town life.

Gardening Is Profitable and Educational.

School and home gardening should be one of the activities of the mining town school since gardening is not only profitable but educational. Gardens transform dingy mining towns into attractive ones.

Evening schools should be maintained for mine workers, no matter who pays for them.

Universities in mining States should maintain mine-extension courses taught by men who have had practical mine experience.

Home-making courses should be taught in practice houses under real mining town living conditions rather than in a laboratory in the schoolhouse.

Vocational instruction in subjects pertaining to mining should be given in high schools in mining towns. Up to the age of 16 the work would of necessity be confined largely to classroom instruction, but after 16, when a boy may work in and around the mines, there should be part-time cooperative courses.

All new teachers and substitutes who are candidates for regular positions in Detroit are required to take an intelligence examination.

PRIZES OF THE TEACHING PROFESSION.

Salaries of the Principal Administrative and Supervising Officers in Some of the Big Cities.

Compiled by BERTHA Y. HEBB.

Cities.	Superintendents.		Associate, assistant, or district superintendents (1920).
	Salaries, 1917.	Salaries, 1920.	
Los Angeles, Calif.	\$8,000	\$8,000	\$4,000-\$5,400
Oakland, Calif.	4,500	7,500	4,420
San Francisco, Calif.	4,000	4,000	3,510
Denver, Colo.	6,000	10,000	3,100-4,100
Bridgeport, Conn. ....	.....	5,000	3,500
Washington, D. C.	6,000	6,000	3,750
Chicago, Ill.	10,000	12,000	5,000
Gary, Ind.	6,000	10,000	.....
Indianapolis, Ind.	5,500	7,500	3,500
Louisville, Ky.	5,000	10,000	.....
New Orleans, La.	5,000	5,100	2,700-4,200
Baltimore, Md.	5,000	6,000	3,800-4,500
Boston, Mass.	10,000	10,000	5,496
Cambridge, Mass.	5,000	5,000	2,300
Fall River, Mass.	4,000	4,300	2,800
Worcester, Mass.	4,500	6,000	4,600
Detroit, Mich.	9,000	9,000	5,100-7,200
Grand Rapids, Mich.	4,500	5,500	2,500-3,500
Minneapolis, Minn.	8,000	8,000	3,500-4,500
St. Paul, Minn.	5,000	5,000	2,400-3,100
Kansas City, Mo.	6,000	6,500	3,260-4,260
St. Louis, Mo.	8,000	8,000	4,000-5,000
Omaha, Nebr.	5,400	10,000	2,700-3,600
Jersey City, N. J.	7,000	10,500	5,000
Newark, N. J.	7,000	7,500	4,500
Paterson, N. J.	4,250	5,200	.....
Trenton, N. J.	4,000	6,500	.....
Albany, N. Y.	3,500	5,000	.....
Buffalo, N. Y.	6,000	10,000	3,500-4,000
New York City.	10,000	12,000	6,000-7,500
Rochester, N. Y.	6,500	10,000	5,000
Syracuse, N. Y.	4,000	4,000	.....
Akron, Ohio.	5,000	10,000	.....
Cleveland, Ohio.	6,000	12,000	3,800-5,500
Cincinnati, Ohio.	10,000	10,000	.....
Dayton, Ohio.	6,000	6,120	.....
Portland, Ore.	5,000	6,500	3,750-4,000
Philadelphia, Pa.	9,000	12,000	4,070-5,000
Pittsburgh, Pa.	9,000	12,000	4,000
Spartanburg, Pa.	5,000	6,000	.....
Nashville, Tenn.	2,600	4,800	.....
Richmond, Va.	5,000	5,000	3,600
Seattle, Wash.	7,500	10,000	4,800
Spokane, Wash.	4,800	5,400	.....
Milwaukee, Wis.	7,500	9,000	3,480-4,200

MEDICAL TREATMENT FOR ENGLISH CHILDREN.

Special Attention Given to Children Who Leave School to Enter Employment.

Medical treatment for school children is provided in some form in 300 out of 318 education authorities in England and Wales, according to the annual report of the chief medical officer of the board of education issued recently. In 53 authorities provision is made for treatment of all defects. Particular attention is given by the medical department of the board of education to the prevention of disease and to questions of nutrition, cleanliness, fresh air, warmth, and exercise.

Recent legislation has added considerably to the scope of the school medical service as regards children about to leave school to enter employment and children under the age of 14 who are employed. The duties of the service now include:

1. The medical examination of the child employed under the age of 14—
 - (a) When he begins work.
 - (b) At intervals subsequently.
2. The medical examination of all "leavers" and advice given to parents about future employment.
3. Attendance of school medical officer at school conferences and conferences of employers and employed, when desired in order to advise.
4. Provision of medical treatment for "leavers" with as little delay as possible.
5. Medical examinations and periodic reexamination of children whose parents have applied for a license for them to take part in entertainments.
6. The establishment of a closer co-ordination between the school and industrial occupation.

DOCTORS OF PHILOSOPHY ARE IN DEMAND.

Unusual demand for properly qualified instructors in universities and colleges has resulted from the greatly increased enrollment at such institutions during the present academic year. Larger salaries than ever before are offered to new faculty members, and a man with a Ph. D. degree and a desire to teach has little difficulty in obtaining a position.

The University of Southern California baseball team will make a tour of Japan next summer, playing teams of Japanese universities.



HEALTH EDUCATION



1. A Health Song Set to Yankee Doodle.
One, two, three—

THE HEALTH CLUB.

Tune: "Yankee Doodle."

The six best doctors anywhere,
And no one can deny it—
Are SUNSHINE, WATER, REST, and
AIR,
EXERCISE and DIET.

Chorus:

These six will gladly you attend
If only you are willing,
Your mind they'll cheer, your ills they'll
mend,
And charge you not one shilling.

The boys and girls in the picture, members of Miss Josephine Fletcher's health clubs at Rockford, Ill., are about to celebrate to the tune of "Yankee Doodle" some of the health education they have acquired. It is one of their favorite diversions, singing health songs, and they use a number of amusing ones, well known to many health teachers. There is "Little Bo-Peep Takes Ten Hours' Sleep," "The Six Best Doctors Anywhere," and "Ch-Ch-Chew Chew," which makes a rollick-

ing chorus, sung to the familiar tune of "Katy."

On this particular occasion, however, Miss Fletcher's children are practicing the songs to welcome Cho-Cho, the Health Clown of the Child Health Organization of America, who is to pay them a visit and award diplomas—Miss Fletcher's own idea. Those children who have faithfully worked and played their way to normal weight and have established health habits and health happiness with the help of Miss Fletcher's ingenious variations upon the "Health Club" idea, receive this award.

According to reports from various sections of the country such Health Clubs are gaining headway as a means of popularizing good health. Health Club leaders make use of various devices—club secrets, pledges, yells, colors, and badges, with various systems of competition to interest the children and make the health message alive and virile. Some find strict parliamentary law useful. Some encourage the children to prepare and give short health talks or short health papers. All these Health Club plans have value, but there is seemingly no limit to the developments that can come when the originality of leaders and members runs high.

MISS Fletcher's work may be an inspiration to many health workers, for her problem was difficult and her results well worth while. Certainly her methods were distinctive.

Unfortunately for America, many communities would yield upon investigation the proportion of underweight malnourished school children that was discovered in Rockford. The Kent School, in the poorer foreign section of the city, was made a test case, and the Public Welfare Association and the Rockford Women's Club decided to give the children from this school special attention.

An extensive study was made of all the contributing factors to this state of malnourishment in these American children. Home conditions were investigated and cooperation gained. The daily habits of the children were ascertained and a thorough medical examination of each child was made, the mother being present to be told of remediable defects and what her share could be in removing them.

Miss Fletcher, nutrition worker for the Public Welfare Association, had finally

as her special charges underweight pupils from the Kent School and from St. Anthony's parochial school. From the first, Miss Fletcher kept the interest of the mother as well as the child in the health work, keeping red stars for each child's height and weight chart which marked visits of the mother to the health class or to her. She also sent into the homes on holidays or special occasions various reminders of the health rules to keep mother and child assured of her personal attention to each gain or loss that the chart might show. One such reminder was a red heart sent to mothers on Valentine's day with eight health rules printed on it. She divided the children into three sections, grouping them from both schools according to age, so that the health work could be more effective.

IN the first class or club the children averaged from 6 to 10 years old. At the weekly meetings the weight charts were kept up and carefully explained. Health Fairy stories were told, the Vegetable Men were introduced, the Health Alphabet taught and health songs were sung. The children found much amusement and interest in building a Fairy House by keeping good health



2. Her shingle for Fairy Health's House.



3. An Out-Door Cooking Class.

rules. The little girl in the picture ate cereal every day for a week and was allowed to tack a red cardboard shingle with her name on it on the roof. The little boy slept with a window open every night for one week and has tacked in place a green cardboard brick with his name printed on it in black. The house itself, an ex-doll's house, had the doors and windows made of thin Jap paper, on which the health rules were written.

Any health teacher could make use of such a fairy house to stimulate and keep alive the children's interest in their daily health duties.

Every child was promised a diploma for going "over the top," which meant gaining normal weight.

The six who gained the greatest number of pounds each week had a cooking lesson, learning to cook cocoa and cereals. This cooking class scheme was a great incentive, and the honored children were much envied as they boiled and brewed their good-health foods sometimes out of doors, as in the picture.

From this class, as from other classes, children graduated to the Post Graduate Club, members of which came monthly for weighing and supervision. These lucky ones pledged themselves to encourage each child not faithful to the rules. They also gave a party or picnic to all who gained the most in each class during the month.

In the second club, in which children were from 10 to 12 years old, the boys responded more to the idea of becoming

physically strong and the girls to being better looking if the health rules were kept. These boys and girls loved the Health Fairy stories, sang Health songs with a right good will and happily built the Fairy House. The cooking class reward was highly popular.

With the oldest children, those from 12 to 15 years old, the chart competition was more effective. Rivalry became keen between the sexes and the two schools and up and up went the weight records. Stories of famous men who had overcome physical defects in youth proved a spur to the boys, while the girls were ready and willing to grow more beautiful, even if cereals had to be eaten.

The cooking class held its usual charm and all were ambitious to join the Post Graduate Club.

This bare outline of Miss Fletcher's work can only suggest the loyalty and good will of her pupils to their health program. When one considers the primary difficulty of persuading foreign-born children to like such wholesome American food as well cooked cereals, a little of the real problem is revealed.

BUT Miss Fletcher was happily able to gain results in spite of everything and many a health club yet to be formed will find inspiration in her methods. There are so many hundred ways to a child's interest, if one always remembers him as primarily imaginative.

The results in Miss Fletcher's own words are presented thus in her report:



5. Cho-Cho Awards Their Health Diplomas.



4. The Tryout—Their First Oatmeal.

She says that the work: 1. "Created a desire for good health among all in the classes." 2. "Made good health popular throughout the schools." 3. "Personal appearances of children in the classes greatly improved." 4. "Principal of Kent School reports that the children in the nutrition class improved in school work 25 per cent and are happier and of better disposition." "Sister Superior of St. Anthony's School reports that children are doing better school work and their personal appearance is improved to a marked degree."

These facts, however bald they look in the cold form of a report, should carry their significance into many a community where the work to be done is a crying need to the educator who is aware of health conditions, where the material is ready to hand and the facilities for gaining just such results available to any who seek with a will.

A HEALTH CAMPAIGN.

Miss Hawley, of the Huntington County (Ind.) Antituberculosis Society, writes: "We are starting a campaign in the county this fall with the Red Cross weighing and measuring every child, to be followed up with milk in the morning, etc.

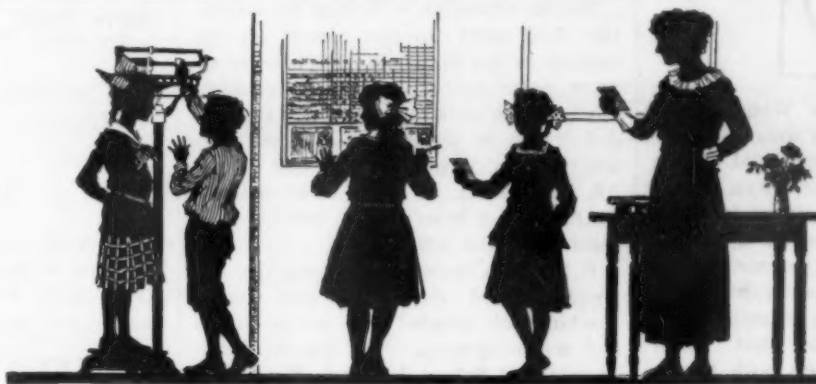
"We go to every school in the county with our scales and measuring rod, Red Cross nurse and physician."



HEALTH EDUCATION



His for Height, be as tall as you can,



Weight up to Height
makes a healthy,
strong man.

—Child Health
Alphabet.

WEIGHING AMERICAN SCHOOL CHILDREN.

NOT very long ago an interested spectator was taking in the wonders of a country fair. The sleek cows and unbelievably beautiful and juicy vegetables filled her with delight. The placid fat lady, the trained ape, and sword swallower were thrilling in their way. But the hens, so snowy white, nicely washed with blue water the night before! The bulls with their marvelously polished hoofs and horns!

And the pigs! They weighed the pig! She was standing in front of a perfect mountain of a pig, gazing with fascinated horror, when she heard at her elbow, "Some pig, lady; it's my pa's—got the blue ribbon, too."

But at sight of pa's son, the lady's interest in the pig evaporated suddenly, for the boy was scarcely a prize specimen. He had thin legs, scrawny hair, was untidy, and quite evidently underweight.

"Why not prize children, too," she kept thinking. The same father who raised prize cattle raised, or rather "let grow," such a child.

The lady and the boy went along together to see more blue-ribbon winners, and as they entered a door saw a large

sign, "Children, Come and be Weighed!" and the children were certainly coming. What an interesting process "getting weighed" is, anyway. The boy immediately made a dive for the entrance and the lady, sad to say, was forced to stand and watch and could not join the crowd of children.

There was a long line going in one end of the roped-off section. Inside were several pairs of scales, some tape measures tacked to the wall, and a table. Several women weighed and measured the children as they came along. Each child carried a piece of paper, and as he was weighed evidently had it recorded. At the far end of the inclosure sat a woman, almost submerged by children. As the boy came out he carried proudly on his chest a yellow tag, which the lady read with interest:

Name—John Wiggin.

Age—13.

Height—55 inches.

Weight—70 pounds.

You SHOULD weigh 77 pounds.

"Seven pounds," she said—"What did the lady say to that?"

"Oh, gee, she said I ought to obey the rules of the game—here they are on this tag":

Brushing the teeth at least once every day.

A full bath oftener than once a week.

Drinking as much milk as possible, but no tea or coffee.

Eating some fruit or vegetables every day.

Drinking at least 4 glasses of water a day.

A bowel movement every morning.

Playing part of every day out of doors.

Sleeping long hours with windows open.

"They look easy," the lady remarked, in her most pedagogical manner; "you have lots of milk, haven't you?"

"Milk," scornfully quoth young John. "Why, we give milk to the pigs. I drink coffee."

And so on down the line. It was too cold to bathe in the morning; had enough air, anyway; liked to stay up late at night, etc.

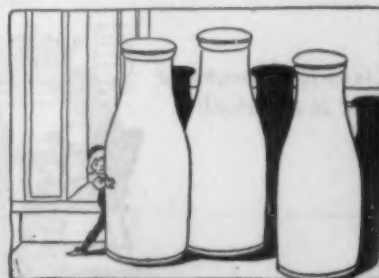
But that 7 pounds worried John, and he went away quite willing to give the "Rules of the game" a trial.

Kentucky, Michigan, Connecticut, Virginia, and many other States have used these weighing contests at fairs and have found them useful in arousing interest.

Perhaps these same people who care for their vegetables so carefully and let their children run to seed will some day offer blue ribbons for the rosiest cheeked, strongest, most beautiful child, and on fair day they will brush and comb and wash their prize children with as much pride as their prize pigs.

AT SCHOOL.

WHAT proved a drawing card at this fair is bound to be popular in the classroom. And the health habits that



Milk, First among Weight Producers.



Billy Beet for
Strength
and Speed.



Cereal for
Sturdy
Limbs.

were suggested to John Wiggin as a means of bringing up his weight to normal can be taught to any child. As a matter of fact, more American school children than ever before will be weighed monthly this year as a part of their regular school experience. The gray wall chart, with its height-weight table, has taken its place in many more schoolrooms. The scales that weigh and measure, too, and do both so accurately, are becoming a familiar part of school equipment everywhere.

That astounding blot on the national 'scutcheon, the high percentage of malnourishment among American school children, has got to go. Everyone realizes that, and many a teacher has sharp eyes now for the shadowy little figures that skirt the edges of her group of stalwart scholars.

Scales tell the truth, and no matter how well a tiny young one may seem to be able to stand the racket of life among his physical superiors, serious underweight points out the fact of his inability to actually do so.

Once underweight is established, the problem of interesting the child in health habits must be well solved, and then gradually seeing the weight come up to standard becomes one of the real satisfactions of school life.

The method of teaching is in the teacher's own hands. Everywhere teachers are becoming ingenious and original in the matter of teaching health. Some encourage the children to cut out and paste pictures of nourishing foods on posters. All of the health habits to be desired of children are sometimes depicted in this way. One teacher devised a vegetable race, which took place on the

blackboard, all the vegetables good for children being lined up on Monday, and each vegetable moving a step ahead as a child reported eating it. The result was much happy interest and many eaten vegetables.

Health education is finding its way to the child mind through almost all the courses in the curriculum. There is always room for an arithmetic problem dealing with milk or cereal; for an English lesson in which dramatic qualities are imparted to personified foods. After all, scholarship is very little without health, and it is so easy to develop both together in the schoolroom.

It has been interesting to note how the weighing and measuring and health teaching has invaded the various States and school systems. The report of the Division of School Hygiene, Bureau of Education, indicates something of this.

"Often an individual teacher," the report reads, "has started weighing and measuring, and from her room it has spread to the whole school system. Sometimes the home economics department introduces the plan, or it is brought in in connection with a milk campaign or a poster contest in the art department. Weighing and measuring is also used by the modern health crusaders."

However, it comes to the notice of school authorities, once recognized it gains headway fast. Many States show interesting developments. In Utah a department of health education has been created, and health education is being introduced into all the schools. In the State of New York there are classroom weight records in practically every schoolroom. This is true of many large cities in the country also. In Kansas City, in Milwaukee, Buffalo, San Francisco, San Diego, and elsewhere weighing and measuring is done.

Normal schools are showing great interest. Home-demonstration agents are making height and weight recording part of their milk campaigns.

Special experiments in connection with health education are being conducted in Louisville, Ky., in connection with the

Charlie Carrot
for Rosy Cheeks.



school-lunch department. In Baltimore, nutrition is being made the subject of study, with Johns Hopkins playing a leading role in the work.

THE SCHOOL LUNCH.

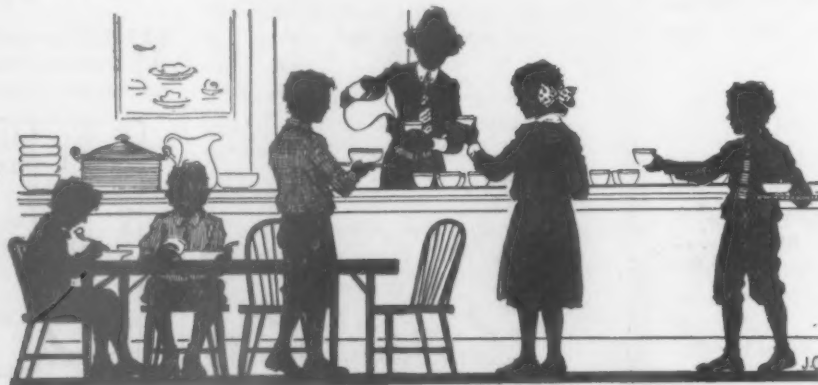
THE ideal accompaniment to health education in the schools, and the discovery of underweight, is the school lunch. In every case in which school lunches have been made available, and the teaching of food values has gone on, too, the children have made wonderful progress in weight. Improvement in weight and physical condition is accompanied by improved school standing.

It has been stated by authorities that the school lunch without health education does little. Boys and girls who are taught what to eat, and then have the opportunity to eat it, learn the taste of unaccustomed foods and carry a practical lesson right home, and this lesson is easily repeated there.

Many children have been found playing school at home and teaching the value of various foods to their younger brothers and sisters. When the parents notice and come to school to find out from the teacher what it all means, the most valuable link in the chain of health for the school child is forged.

There are hundreds of ways of pointing out to school children the value of health habits, and teachers and scholars themselves, acting on the impulse of the moment, can achieve great things.

L is for Luncheon, served
hot in the school;



We wish all the teachers
could follow this rule.

—Child Health
Alphabet.

